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ABSTRACT

Teaching staff represent a powerful influence on program development. Therefore it is essential that their opinions be ascertained and analyzed in a school evaluation. The Teacher Opinion Inventory was developed to accomplish three goals: (1) to assess teacher opinion toward many facets of the school; (2) to provide teacher recommendations for improvement; and (3) to provide decision-making data relative to program development, policy formation, administrative organization, faculty development, and community relations. Part A of the inventory consists of 64 multiple-choice items which deal with organization and administration; curriculum and instruction; student discipline, counseling, and advisement; school/community relations; and job satisfaction. Part B consists of five open-ended questions soliciting suggestions for school improvement. This manual includes a description of the development of the inventory: instructions for its administration, scoring, and interpretation; and reliability and validity data. The entire text of the inventory is included. (BW)

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INSTRUCTIONS FOR USE

Teacher Opinion Inventory

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NATIONAL STUDY OF SCHOOL EVALUATION

2201 Wilson Boulevard, Arlington, Virginia 22201

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INTRODUCTION

The National Study of School Evaluation believes that school evaluation is an endeavor by a local school staff to comprehensively review the school's program, operation, and results. The school must determine how closely its purposes and philosophy coincide with its actual practices, as well as the degree to which its stated objectives are being reached.

For more than thirty years the National Study of School Evaluation has been providing materials for evaluating schools. The materials now available include: the fourth edition of the *Evaluative Criteria* for secondary schools, the *Elementary School Evaluative Criteria*, the *Junior High School/ Middle School Evaluative Criteria*, *Evaluation Guidelines for Multicultural/Multiracial Education*, the *Student Opinion Inventory*, and the *Secondary School Evaluative Criteria: Narrative Edition*.

Administrators, faced with an increasingly complex task of administering schools, find it important to gather data for decision making from a variety of sources. The professionally trained administrator recognizes that the teaching staff represent a most powerful influence on program development, therefore it is essential that their opinions be ascertained and analyzed in order to make wise decisions. The *Teacher Opinion Inventory* was developed to accomplish three goals:

1. To assess teacher opinion toward many facets of the school.
2. To provide teacher recommendations for improvement.
3. To provide valuable data for the school administrator to guide in decision making relative to program development, policy formulation, administrative organization, faculty development, and community relations.

DEVELOPMENT

The National Study of School Evaluation developed the *Teacher Opinion Inventory* to accomplish the three goals listed above. The instrument was designed to be used by itself, in conjunction with the *Student Opinion Inventory*, or as a part of a complete school evaluation program (see section on Scoring and Interpreting for more information on using the instrument).

Development of the *Teacher Opinion Inventory* followed a three phase design. Phase I utilized a "jury of experts" approach in developing an initial set of items which was considered to be valid and which would yield significant data. This group included doctoral level students and professors in instruction and curriculum and school administration. Following considerable development and analysis, an initial instrument was prepared and subjected to further scrutiny by the Administrative Committee of the National Study of School Evaluation and other educators with pertinent expertise.

Phase II of the development involved field testing of the instrument in eight locations representing varying sizes and types of schools, and geographical areas. In addition to administering the instrument, the field site administrators were asked to provide both an appraisal of the instrument's effectiveness in eoliciting teacher opinion and recommendations for improving the instrument before final publication.

Phase III of the development involved the determination of the reliability of the instrument and the internal consistency of each item. Only those items which proved consistent with the total instrument were retained in the final copy.

Part A of the *Teacher Opinion Inventory* is comprised of 64 multiple choice items treating five major categories: organization and administration; curriculum and instruction; student discipline, counseling, and advisement; school/community relations; and job satisfaction. See Table 1 for identification of items with categories.

TABLE 1. CATEGORIES OF THE TEACHER OPINION INVENTORY AND THEIR CORRESPONDING ITEM NUMBERS.

Category	*Item Number*
Organization and Administration	1-11
Curriculum and Instruction	12-27, 47-64
Student Discipline, Counseling, and Advisement	28-38
School/Community Relations	39-43
Job Satisfaction	44-46

Part B of the *Teacher Opinion Inventory* is comprised of open-end questions. Schools using the opinionnaire may add, delete, or change these questions in order to gain a maximum of relevant information for a particular school. Note, however, that changes can not be made in Part A without running the risk of affecting the reliability of the instrument.

Many items in the *Teacher Opinion Inventory* are similar to items in the *Student Opinion Inventory*. In some instances the items are worded essentially the same and assess identical opinions. In other instances items are worded differently but assess related opinions. The purpose of the common items is to provide the school administration and staff with opinions of both teachers and students on common topics so that areas of potential conflict may be determined. Table 2 provides the information needed in determining common items from the *Teacher Opinion Inventory and the Student Opinion Inventory*.

TABLE 2. COMMON ITEMS ON THE TEACHER AND STUDENT OPINION INVENTORIES

Item From Teacher Opinion Inventory	Item From Student Opinion Inventory
Part A	
2	18
10	19
11	*22, 23
12	28, 26
13	24
14	27, 32
15	* 9, 6
16	8, 7, 10
17	11
18	12
20	*25
25	3
26	33, 34
28	4
30	21
32	15
33	19
35	*17
36	*14
37	*13
38	16
44	31, 29
Part B	
1	12
2	11
3	8
4	9
5	10
6	* 5

*Items which are worded differently but assess related opinions.

ADMINISTERING THE INSTRUMENT

The administrator of the *Teacher Opinion Inventory* must be aware of several factors relating to the use of this instrument. The attitude of the administrator as perceived by teachers has an influence on how important they view the task to be. If the administrator indicates to them the value of their input in improving the decision making process, it is likely that they will take the task seriously and will be candid in their response. While honesty cannot be assured, it is more likely when there has been a positive orientation to the task. Anonymity is strongly encouraged.

It is not required that all teachers be assembled as a group to respond to the instrument. It is, however, important that they be instructed to respond to all items of the instrument prior to discussing any of the items. Discussion of the items prior to completion of the inventory will tend to narrow diversity of opinion and result in diminishing the reliability of the instrument. It is recommended that all teachers complete the inventory at the same time.

The following materials are needed for every individual who is to respond to the *Teacher Opinion Inventory:*

1. One *Teacher Opinion Inventory*
2. Two #2 pencils
3. Optional: One answer sheet (hand-scored or machine-scored). In choosing a machine-scored answer sheet it is important only to select one that will handle at least 64 multiple-choice (five choices) items, and which is compatible with the scoring equipment.

To insure accuracy of the results of the *Teacher Opinion Inventory,* the examiner who administers this instrument should follow these directions:

1. Provide two #2 pencils for each individual completing the instrument.
2. After the teachers have gathered for the administration of the instrument, these procedures should be followed:
   A. Distribute the *Teacher Opinion Inventory.* If answer sheets are to be used, have them already placed inside the instrument.
   B. After the *Teacher Opinion Inventory* has been distributed, the teachers should be asked to read the directions carefully, and then be given opportunity to ask questions. Answers to questions should be consistent with the printed directions.
   C. Explain that some of the choices may be difficult to make, but that all items should be answered consistent with the teacher's opinion even though data may be lacking to support an answer.
   D. Before collecting the *Teacher Opinion Inventory* and answer sheets, the examiner should ask the teachers to check their answers to make sure that they have responded to all items.
   E. Collect the *Teacher Opinion Inventory,* and the answer sheets if used.

SCORING AND INTERPRETING

The *Teacher Opinion Inventory* may be either hand-scored or if answer sheets are used machine-scored. Item mean scores may be obtained by following the steps below:

A. Tally the number of responses (frequency) for every response category on a single item.
B. Compute the item mean score by multiplying the frequency for each category times the category value, add these products and divide by the total number of responses.

The category values are:

A=5
B=4
C=3
D=2
E=1

Interpretation of Item Mean Score—Items 1-46. The item mean scores for items 1-46 can be interpreted on the following scale:

5= Very favorable
4= Favorable
3= Neutral
2= Unfavorable
1= Very unfavorable

Interpretation of Item Mean Score—Items 47-64. The item mean score for items 47-64 can be interpreted on the following scale:

5 — Dominant emphasis
4 — Emphasis is strong
3 — Emphasis about right
2 — Emphasis is weak
1 — Little to no emphasis

When the *Teacher Opinion Inventory* is administered to elementary teachers, the interpretation of the following items should be handled with discretion as they may be totally absent in some elementary programs: 32, 36, 37, 38, 48, 49, 51, 53, 54, 59, 60.

RELIABILITY

Coefficient alpha reliability of internal consistency for Part A of the *Teacher Opinion Inventory* is .92. This coefficient is based on the responses of 506 elementary and secondary school teachers from selected schools in seven states during the 1974-75 school year. No test-retest reliability coefficients have been determined.

VALIDITY

The *Teacher Opinion Inventory* was developed to aid school administrators in the decision making process by providing data regarding teacher opinion toward many facets of the school, and their recommendations for improvement. Judgments of specialists were used during two phases of the development process in order to assure validity of the instrument. The initial step of Phase I utilized doctoral level students and professors representing instruction and curriculum and administration. The task of this group involved making judgments regarding inclusion and wording of items, placement of items in categories, and determination of the sufficiency of the items in assessing teacher opinion. The second step of Phase I, an analysis of the initial draft of the instrument by the Administrative Committee of the National Study of School Evaluation, was used to assure that the instrument was designed such that it would be valid when used throughout the United States.

In Phase II, the administrators and teachers of the pilot schools were unanimous in their belief that the instrument was valid for assessing teacher opinion.

TEACHER OPINION INVENTORY

The purpose of this inventory is to assist your school in learning more about itself through assessing the opinions of its staff toward the program and related matters. Your opinions, unbiased by "how you think you are supposed to respond," are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Unless the staff determines otherwise, do not sign your name or identify yourself in any way.

Remember that the data collected will assist school personnel in making better decisions regarding improvements in your school.

PART A

Directions

Please read each item carefully. Note there are five responses below each item. Select the response which most clearly represents your feelings, and circle the letter immediately to the left of the response selected. If you have been provided with an answer sheet, mark your answer by blackening the appropriate space for the response selected.

Example: How satisfied are you with your method of planning lessons?

A. Very satisfied
(B.) Satisfied
C. Neither satisfied nor dissatisfied
D. Dissatisfied
E. Very dissatisfied

The Teacher Opinion Inventory, Part A, is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

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TEACHER OPINION INVENTORY

PART A

1. How often are teachers in your school involved in the development of school policies which affect their work?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

2. When you need to talk to an administrator, can you do so with relative ease?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

3. Is the faculty work load in this school equitably divided?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

4. All things considered, what is your opinion about the necessity of class interruptions?
   A. All are necessary
   B. Most are necessary
   C. About half are necessary
   D. Seldom are necessary
   E. Never necessary

5. How often are teachers involved in the selection of what will be included in the in-service program in your building?
   A. Always
   B. Most of the time
   C. About half the time
   D. Seldom
   E. Never

6. What is your assessment of the inservice education program in your building?
   A. Always helpful
   B. Usually helpful
   C. Helpful about half the time
   D. Seldom helpful
   E. Never helpful

7. Do the special conferences and/or workshops scheduled by the district help you?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

8. What is your opinion about the value of faculty meetings?
   A. Always helpful
   B. Usually helpful
   C. Helpful about half the time
   D. Seldom helpful
   E. Never helpful

9. Does committee work contribute to the school's effectiveness?
   A. Always
   B. Usually
   C. About half the time
   D. Seldom
   E. Never

10. What is your general feeling about the way you are treated by the administration?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

11. Do you think class visitations by your principal/supervisor are supportive of your efforts to improve instruction?
    A. Always
    B. Most of the time
    C. About half the time
    D. Rarely
    E. Never

12. All things considered, how much do you think students are learning from their school experiences?
    A. All they can learn
    B. Almost all they can learn
    C. About half of what they can learn
    D. Somewhat less than they can learn
    E. Considerably less than they can learn

13. How much of what students are studying do you think will be useful to them in everyday life?
    A. All they are studying
    B. Most of what they are studying
    C. About half of what they are studying
    D. Less than half of what they are studying
    E. Very little of what they are studying

14. How many of the things that students should be learning are being taught in your school?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

15. How many of your students do you think do enough individual work (whether in or out of class) to learn what you teach?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

16. How much help do you think teachers give students with their schoolwork?
    A. All the help they need
    B. Most of the help they need
    C. About half the help they need
    D. A little of the help they need
    E. None of the help they need

17. How many teachers in your school are willing to give students individual help outside of class time?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

18. How many teachers in your school give enough personal encouragement to students in their schoolwork?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

19. Are teachers allowed enough freedom in the selection of teaching materials?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

20. Are teachers allowed enough freedom in the selection of effective teaching methods?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

21. Are teachers allowed enough freedom in presenting different points of view on controversial issues?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

22. Is the number of instructional periods you teach appropriate?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

23. Is the number of instructional periods other teachers teach appropriate?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

24. Are teachers provided the right amount of time to prepare adequately for teaching?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

25. What is your estimate of the number of students who participate in as many school activities as they should?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

26. How would you rate the adequacy of the variety and number of activities your school offers?
    A. Excellent
    B. Good
    C. Adequate
    D. Poor
    E. Very poor

27. In your estimate, how many students are handicapped by the amount of money required to participate in school activities?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

28. What is your estimate of how many students feel that they "belong" in this school?
    A. All
    B. Most
    C. About half
    D. Few
    E. None

29. How satisfied or dissatisfied are you with the consistency by which teachers handle discipline in your school?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

30. Are you satisfied or dissatisfied with the way the administration includes students in making decisions about matters which directly affect discipline (dress codes, school rules, assemblies, etc.)
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

31. When you have a disciplinary problem what help can you expect from the administrators?
    A. All the help I need
    B. Most of the help I need
    C. About half the help I need
    D. Little of the help I need
    E. None of the help I need

32. Are you satisfied or dissatisfied with the way students are treated by counselors?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

33. Are you satisfied or dissatisfied with the way students are treated by administrators?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

34. Are you satisfied or dissatisfied with the way students are treated by teachers?
    A. Very satisfied
    B. Satisfied
    C. Neither satisfied nor dissatisfied
    D. Dissatisfied
    E. Very dissatisfied

35. How much help does the school give students in solving personal problems?
    A. All the help they need
    B. Most of the help they need
    C. About half of the help they need
    D. Little of the help they need
    E. None of the help they need

36. How much help does the school give students in the selection of courses?
    A. All the help they need
    B. Most of the help they need
    C. About half the help they need
    D. Little of the help they need
    E. None of the help they need

37. How much help does the school give students in the selection of a college, vocational or trade school?
    A. All the help they need
    B. Most of the help they need
    C. About half the help they need
    D. Little of the help they need
    E. None of the help they need

38. How much help does the school give students in the selection of a vocation?
    A. All the help they need
    B. Most of the help they need
    C. About half the help they need
    D. Little of the help they need
    E. None of the help they need

39. Do you welcome parental visits to your classes?
    A. Always
    B. Usually
    C. About half the time
    D. Seldom
    E. Never

40. How well acquainted are you with the parents of your students?
    A. Know all of them
    B. Know most of them
    C. Know about half of them
    D. Know very few of them
    E. Know none of them

41. What is your estimate of the status of teachers in your community?
   A. Excellent
   B. Good
   C. Adequate
   D. Poor
   E. Very poor

42. What is your estimate of the job the school does in informing parents about the school?
   A. Excellent
   B. Good
   C. Adequate
   D. Poor
   E. Very poor

43. What is your estimate of the level of knowledge parents possess about the school and its program?
   A. Excellent
   B. Good
   C. Adequate
   D. Poor
   E. Very poor

44. Are you satisfied or dissatisfied with your school?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

45. How do you feel about your prospects for advancement in the teaching profession?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

46. All things considered, how satisfied are you about being a teacher?
   A. Very satisfied
   B. Satisfied
   C. Neither satisfied nor dissatisfied
   D. Dissatisfied
   E. Very dissatisfied

What is your estimate of the emphasis that is being placed on each of the following curricular areas in your school?
   A. Entirely too much
   B. Some over emphasis
   C. About right
   D. Not enough
   E. Entirely too little

47. Art	A	B	C	D	E
48. Business	A	B	C	D	E
49. Dramatics	A	B	C	D	E
50. English Language Arts	A	B	C	D	E
51. Foreign Language Arts	A	B	C	D	E
52. Health, P.E., and Recreation	A	B	C	D	E
53. Home Economics	A	B	C	D	E
54. Industrial Arts	A	B	C	D	E
55. Mathematics	A	B	C	D	E
56. Music	A	B	C	D	E
57. Science	A	B	C	D	E
58. Social Science	A	B	C	D	E
59. Vocational Education	A	B	C	D	E

What is your estimate of the emphasis that is being placed on each of the following in your school?
   A. Entirely too much
   B. Some over emphasis
   C. About right
   D. Not enough
   E. Entirely too little

60. Career Education	A	B	C	D	E
61. Drug Education	A	B	C	D	E
62. Sex Education	A	B	C	D	E
63. Learning how to learn	A	B	C	D	E
64. Individualization	A	B	C	D	E

TEACHER OPINION INVENTORY

The purpose of this inventory is to assist your school in learning more about itself through assessing the opinions of its staff toward the program and related matters. Your opinions, unbiased by "how you think you are supposed to respond," are of vital importance to this assessment.

This is not a test. There are no right or wrong answers. The answers you give will be completely confidential. Unless the staff determines otherwise, do not sign your name or identify yourself in any way.

Remember that the data collected will assist school personnel in making better decisions regarding improvements in your school.

PART B

These questions provide you with an opportunity to use your own words in responding. Use the lined space provided in writing your answers to each question. If additional space is needed, you may attach another sheet.

Do not feel compelled to respond to all items unless you desire to do so.

1. What do you like best about this school? _____

2. What do you like least about this school? _____

3. If there are problems with drugs (including alcohol) at your school, why do these problems exist, and what can be done to help solve these problems? _____

4. If violence is a problem at your school, why does this problem exist, and what can be done to help solve this problem? _____

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5. If there are racial problems at your school, explain what they are, and suggest solutions where possible. _____

_____

_____

6. What curricular changes would you like to see implemented in your school? _____

_____

_____

_____

_____

7. What organizational changes would you like to see implemented in your school? _____

_____

_____

_____

8. In addition to the changes noted above, list things that need to happen at this school to make your work as a teacher more effective. _____

_____

_____

_____